

6720-22 Level 2 Technical Award in Designing and Planning the Built Environment

2016/17

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

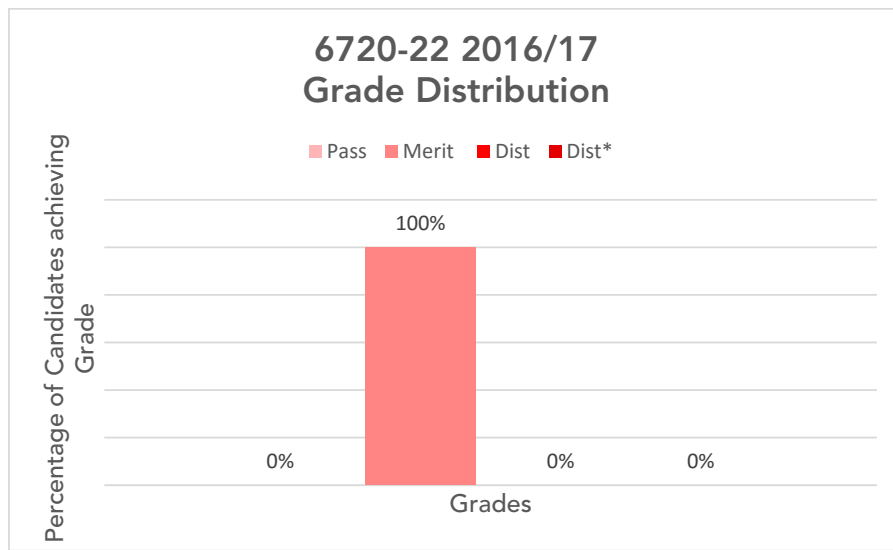
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6720-22-003 Level 2 Designing and Planning the Built Environment - Synoptic Assignment
- 6720-004/504 Level 2 Designing and Planning the Built Environment - Theory exam
 - April 2017
 - June 2017

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 academic year is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

Theory Exam

Grade Boundaries

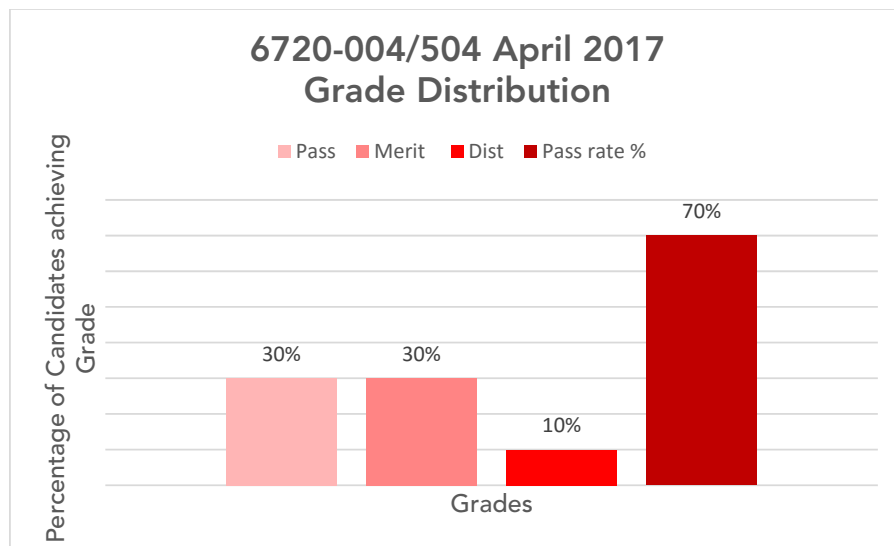
Assessment: 6720-004/504

Series: April 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	60
Pass mark	24
Merit mark	31
Distinction mark	39

The graph below shows the distributions of grades and pass rate for this assessment;



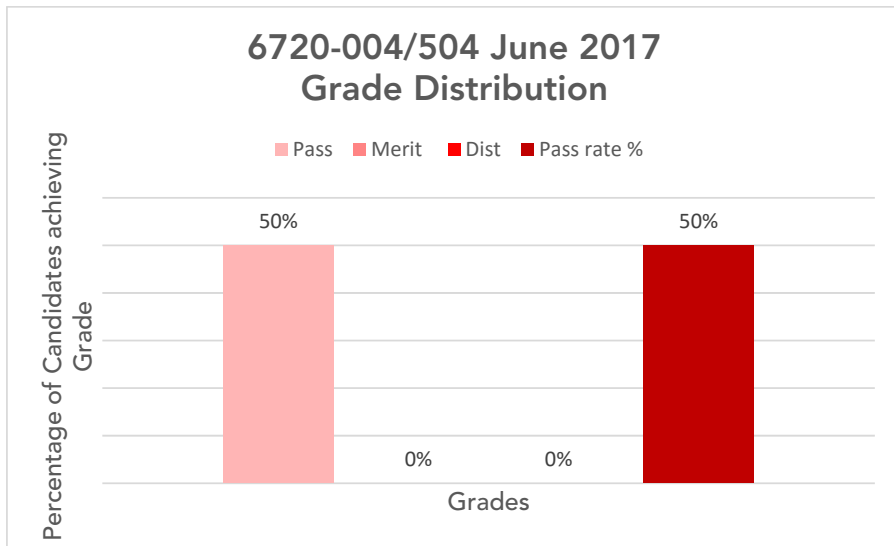
Assessment: 6720-004/504

Series: June 2017

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	60
Pass mark	23
Merit mark	30
Distinction mark	38

The graph below shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

6720-21-004/504 Level 2 Level 2 Designing and Planning the Built Environment - Theory exam

Series 1 – April 2017

The paper covered the syllabus well and was at the appropriate level. Generally candidates were able to demonstrate simple recall of fact and knowledge more so than demonstrating understanding through higher mark questions. The candidates showed a weakness in being able to provide the appropriate level of response; responses tended to identify, name or state despite the question asking for an explanation or description. It is recommended that the use of command verbs, and their required level of response are covered with candidates in preparation for the assessment.

In subject areas such as the urban environment, candidates lost marks as they demonstrated a misunderstanding of what was meant by 'residential area' instead providing building types. When considering the factors that make a community stable, candidates show strong responses about the financial benefits both during and after construction, however were weak at exploring factors such as public/private balance, standards and the property market.

In the topic of the planning process, candidates were able to recall knowledge of the process, particularly in relation to protected areas and the documentation that supported the process. However candidates weren't able to demonstrate the depth of understanding of why it is needed. Responses were often generic and failed to give specific reasons.

Candidates struggled when asked to demonstrate their understanding of how materials can deteriorate and fail when hit by frost attack. Candidates gave a limited explanation, often only able to identify the damage frost attack has on materials, rather than explaining how frost attack damages materials.

When carrying out calculations, there was a clear distinction between candidates who understood how to apply a formula and those who didn't. Some candidates made simple formulaic mistakes such as adding rather than subtracting to the overall area. These calculations have vocational relevance so time must be taken ensuring these areas are delivered and understood by the candidate.

When responding to questions around sketches and drawings, most candidates could not explain why symbols are used in construction drawings, and some candidates did not attempt this question. Candidates were also weak in providing explanations around the use of elevation drawings within construction. When attempted, responses were often laboured and confused with plans, the words front, rear and side appeared infrequently.

The extended response question was answered reasonably well. The ERQs allow the candidate to answer more discursively. On occasion, the candidates contradicted themselves within their discussion, which prevented them from reaching a higher mark band. Most candidates answered in the middle mark band. Candidates would be able to access the higher band by providing responses showing more depth of their knowledge, rather than trying to demonstrate the breadth of their knowledge. Candidates should take time to consider the scenario given within the question and ensure their responses clearly relate back to the situation.

Series 2 – June 2017

The paper performed well and was of a standard both clearly at the appropriate level and similar in content, range and difficulty to the earlier paper taken in April 2017 and those taken in previous series. The language was at the appropriate level and there should have been no problems for the candidates in understanding the questions.

There is the understanding that this assessment window will be used by many centres as a resit opportunity for those candidates who were unsuccessful in the earlier series, April 2017. It follows that the generally higher performing candidates would generally not have taken this paper. The mean mark would therefore be expected to be lower. It may also be the case that some candidates following the programme over a two-year period, have been entered for the examination this time, before they are sufficiently prepared to sit the assessment as a sort of 'mock' examination and to 'give them an insight' of the paper. Candidates should never be entered until they have been fully prepared.

When asked to consider the design principals that contributes to the Social and economic considerations of housing and the built environment candidates struggled to recall the correct terminology. Often markers were able to identify knowledge and understanding from the answers candidates articulated however they noted candidates failed to use language and terminology consistent with industry.

Questions around Construction materials in general use were answered well, it was evident that this topic area had been covered thoroughly.

Where questions ask candidates for a finite number of answer, candidates should be discouraged from providing more than is necessary. By providing more examples than the questions requests candidates will not again additional marks, they instead risk losing marks by providing contradictory answers which demonstrate a lack of knowledge and understanding of the topic area.

In relation to the extended response question most candidates accessed mark band 2 and some did better. The answers were generally focused. Of course, disability and access are generally found to be very well-taught and students appear to have no problems recognising the issues.

Throughout the paper it was also evident that candidates struggled to interpret the level of response required of them by the command verbs. Often learners would not be able to achieve full marks as they were unable to provide clear explanations of impact or considerations, candidates would merely identify what the question was asking but not go onto demonstrate further understanding beyond this. Furthermore when candidates were asked to describe many lost marks as they named what was asked for, but couldn't demonstrate further understanding by giving a description of what this was.

Synoptic Assignment

Grade Boundaries

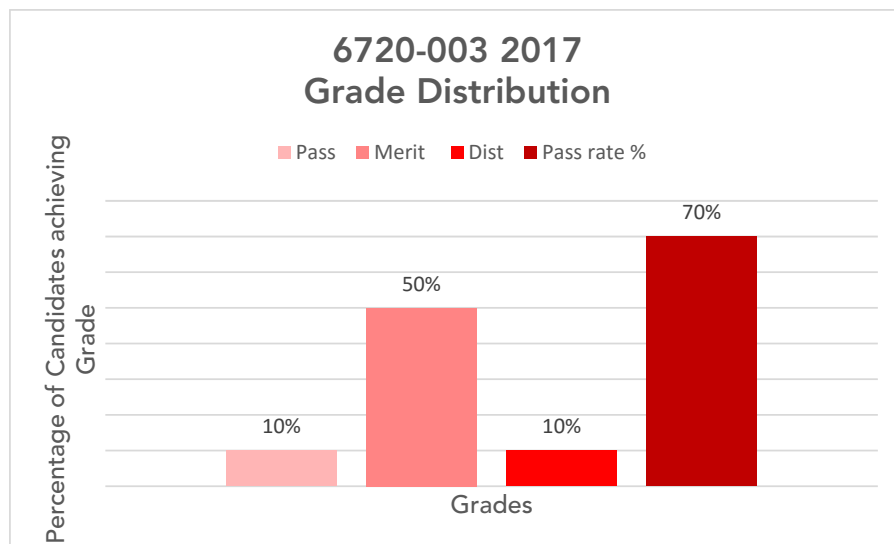
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6720-003

Series: 2017

Total marks available	60
Pass mark	23
Merit mark	30
Distinction mark	38

The graph below shows the distributions of grades and pass rate for this assessment;



Principal Moderator Commentary

The assignment appeared to do its job in that it provided opportunities for candidates to present evidence to support all of the relevant AOs. The assignment brief, scenario, images and drawing provided were sufficient to explain the areas in which the candidate should research and the areas on which they should report, comment and perform various practical tasks. The outcomes of the set tasks varied from excellent to poor and the marks awarded by the centres, and then sometimes altered by the moderators, reflected this. In terms of AOs:

AO1 was generally well done with good examples of recall of knowledge, especially for tasks 1 and 2.

AO2 was weaker with moderators having to adjust marks on occasion, specifically to address this issue. There was evidence of candidates (and centres) confusing 'lots and lots or recall of knowledge' with 'understanding of the hows and whys of that knowledge'. This was generally most evident in tasks 1 and 2.

AO3 was generally well done, more so in the performance of the sketching, drawing and design elements of tasks 2 and 4. The marks given for this AO were generally substantiated by the evidence provided. It was clear time had been spent developing drawing skills, which is probably as it should be on a design and planning programme. The calculations in task 4 also contributed to this AO and these were generally well done.

AO4 was of variable quality with higher marks being obtained where recall of knowledge was linked to understanding in tasks 1, 2 and 3. There was also evidence of this AO in many of the leaflets on how flooding was to be controlled.

AO5 was generally well done, especially in the checking of work such as the calculations in task 4 and the leaflet in task 3.

AO6 was much as it always has been. The work provided generally bore evidence of a reasonable range of research, but there were few good bibliographies and even fewer examples of the use of referencing. This tended to restrict access to the higher mark bands.

AO8 was also typical of previous experience in the pilot. The reports were, most, appropriately structured and there was some reflection on the tasks in task 4. The last task was generally more about how it had been done rather than what had been done well, what less well and what changes might be implemented in future.